



ATTITUDE, SKILLS & KNOWLEDGE SELF-ASSESSMENT LESSON PLAN

Intended Audience

- Career Life Exploration and Career Life Connection

Objectives

By the end of the lesson, your students will be able to:

- Use the Skills Ready Self-Assessment Rubric to identify their work-ready strengths and areas they can improve on

Materials

- *Skills Ready Self-Assessment Tool* for each student: SkillsReady.ca/Resources
- Blank lined paper or journal notebook
- Chalkboard/whiteboard/overhead

Activities

1) STARTER ACTIVITY: (15 MINUTES)

Lead the class through an imagination exercise on the front board. Tell them that you and the students are all starting a business together and will be the board of directors. You will be in charge of hiring summer students and need to decide what characteristics we are looking for in your ideal candidates.

Have students come up with business suggestions and list a handful on the board (i.e., ice cream truck fleet, dog walking business, coding summer camp, etc.). Get them to vote on their favourite option.

Next, brainstorm (as a cloud diagram on the board) all the attitudes, skills, and knowledge that they think would make for the best summer student hires. I.e., “What skills will it be important for the candidates to have already?” “How would you describe the kind of attitude / work ethic your ideal candidates have?”

Review the “ideal candidate” brainstorm, then explain to them that Construction Foundation of BC asked employers in the construction, manufacturing, automotive and applied science sectors to do exactly this, but for their own trades industry jobs. They compiled all the information into a rubric so that potential applicants can assess their attitudes, skills, and knowledge with to see if they are “work ready”. The rubric can also be used to help write resumes, prepare for interviews and identify personal strengths.

2) INDUSTRY ASK RUBRIC AND SELF-ASSESSMENT: (35 MINS)

Hand out a copy of the Skills Ready Self-Assessment Tool handout to each student. Read through the first page with them and show them the tables on which to record their assessment values.

When students are finished their self-assessment, have them turn to page 2 (where they recorded their scores) and circle 5 of the attributes they scored highest in, and 3 attributes they scored lowest in.

Think-Pair-Share. Get students in pairs and have them discuss their highest scored attributes and explain to their partner why they scored themselves high marks (ie, give at least one example each of how they demonstrate those 5 attitude/skill/knowledge attributes).

Next, students look at the 3 attributes that they scored themselves low on. Have them read through the rubric row for each attribute, then brainstorm with their partner some ways or steps they can take to improve their score (minimum of two ideas per attribute).

3) CLOSING ACTIVITY: (10 MINS)

Students write a journal entry recording their ideas to improve their scores and make some weekly goals or plans on how to implement their ideas.

Assessment / Demonstration of Learning

Students will hand in their completed self-assessment ASK booklet stapled to a journal explaining their ideas to improve their score for each of the 3 attributes (minimum two ideas per).

Extensions / Homework Activities

- **“Prove It”** - Students: Based on the three attributes you scored yourself highest in, create a journal entry / short story / comic strip / poster / video interview, etc., in which you describe how you “exceed expectations” in those areas. Be sure to articulate the information from the specific row in the rubric starting with the “I AM / I HAVE” prompt, so that your audience understands exactly what quality of yourself you are explaining. You can draw from any aspect of your life for this (ie, sports, hobbies, household responsibilities, etc.). For example, *“I am hardworking with a positive mindset, I enjoy my work and am willing to take on challenging tasks. I took the babysitting course and used to only babysit kids aged 5-10 years old. A few months ago, I was asked to babysit an infant, and even though I hadn’t done it before and was nervous, I challenged myself by saying yes. We ended up having a really fun afternoon playing with his stuffies in the living room, and I learned a lot about feeding and taking care of young babies.”*
- **“Make a Goal”**: Students: Choose one of the attributes that you didn’t score very high on and make a goal of acting on two ideas of how to improve your score. Report back to your class/teacher the following week about how you achieved your goal, and whether or not you think you would now score yourself higher on that attribute in the rubric. Teachers: You may choose to have students do a 3-minute oral presentation to the class on their goals of the week.
- **“Resume/Cover Letter Practice”**: Students: Read the rubric description of each of your three highest-scored attributes, and then rewrite them by putting the information into your own words and tying it to your own life experience. Use a resume format to explain to an employer how exactly you excel in those specific attitude/ skill/knowledge qualities.